

21世纪英语专业系列教材

英语学术论文写作

(本科用)

English Academic Writing (for BA thesis writing)

(第2版)

主编 黑玉琴 郭粉绒



西安交通大学出版社
XI'AN JIAOTONG UNIVERSITY PRESS

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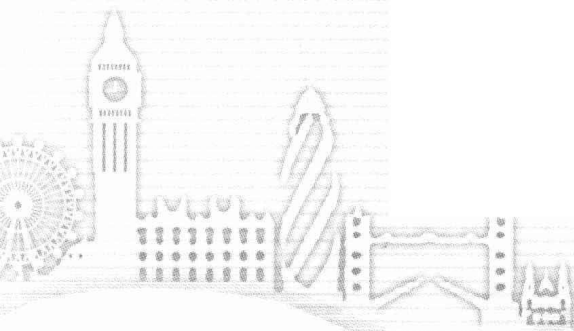
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新世纪之初,随着英语教育的快速发展,高等学校英语专业学生的入学英语水平在不断提高,这对英语专业教材的时效性和适用性是一种挑战。随着新世纪的到来,中国在文化和经济等领域变化巨大,国际交往越来越多,网络应用不断普及,知识更新周期不断缩短。社会的种种变化也对英语专业的教学与教材建设提出了新的任务。为了顺应时代的进步,满足不断发展的社会对英语人才知识结构的新要求,高等学校英语专业应在继承优秀教材编写传统的前提下,不断创新,推出能够反映新的教学理念、体现新的教学改革成果、富有时代气息和丰富内容、符合英语专业教学实际需要的新教材。基于以上思路,西安外国语大学英文学院将“21 世纪英语专业系列教材”列为“十一五”规划教材建设项目,统一策划并组织富有教学经验的教师参与编写。

“21 世纪英语专业系列教材”包括英语语音、口语、听力、阅读、写作、翻译、英美文学、语言学、英语国家社会与文化等英语专业必修课程和选修课程使用的教材。本系列教材的编写以高等学校英语专业教学大纲为依据,在全面分析我国中西部地区英语专业学生实际水平和需要的前提下,对每门课程的教材内容进行精心筛选,有针对性地对教材的编排体例进行合理设计。专业基础课程的教材做到有利于学生英语基本功的训练和语言技能的全面发展;相关专业知识课程的教材旨在拓宽学生的知识范围,提高他们的人文素养,培养分析问题、解决问题的能力。

“21 世纪英语专业系列教材”在选材方面依据知识性、科学性、时代性的总原则,力图反映该教材涉及学科新的教学与研究成果。专业基础课程的教材选取语言知识丰富、内容生动活泼、能够反映现当代社会特征、启迪思想并能够调动学习自觉性的材料。此类教材在内容安排上体现循序渐进、由浅入深、有利于教学活动组织和学生参与讨论交流的原



则。相关专业知识课程的教材在侧重学科基础知识传授的同时力图体现反映学科发展的新内容,注意专业知识的系统性介绍并体现相近专业课程之间的相互关联。此类教材在编写方面力图做到表述语言简明、信息量大且相对集中,在选材和内容安排方面考虑到有利于现代教育技术的应用。

教材建设是英语专业建设的一项重要工作。编写能够通过教学有效传授系统的专业基础知识和相关专业知识、反映各门课程涉及学科的发展、体现和推广英语专业教学改革成果和成功经验的教材,是高等学校英语专业建设的一项长期任务。西安外国语大学英文学院在英语专业本科教育方面已有 50 年的积淀,在长期的专业建设和发展中形成了自身的英语教育特色,编写了一批反响良好的本科教材。此次推出的“21 世纪英语专业系列教材”有的是在过去出版使用的基础上修订再版的,有的是使用数年的校内教材经编者重新改编修订的,有的是依据教学大纲要求、结合编者的研究成果和教学经验新编的。所有教材编写人员均有多年的专业教学经验和相关研究成果。他们熟悉英语专业本科教学的原理与规律,了解学生的难点所在和实际需要,将各自的课程教学经验积累融入编写的教材之中并体现在教材内容科学合理的编排方面。

“21 世纪英语专业系列教材”的编写出版丰富了英语专业教材的种类,为本科教学提供了更多的教材选择,从而使教学更符合学生需要、更有明确的针对性。限于编写水平,本系列教材不足之处在所难免。我们真诚地希望专家、同行提出宝贵意见,以帮助我们改进教材编写工作。

编 委 会

2008 年 9 月

21 世纪英语专业写作系列教材共分四册:《基础英语写作》(2008)、《中级英语写作》(2009)、《高级英语写作》(2011)、《英语学术论文写作》(本科用 2013),构成我校英文学院英语专业二、三年级的写作课系列教材,也是我校国家级精品课"英语写作",以及国家精品资源共享课程的主要支撑教材。自 2008 年由西安交通大学出版社陆续出版以来,这套教材已成为全国许多大学的英语写作教材,经过多年使用,获得了一定的好评和认可。2012 年,《基础英语写作》获批国家"十二五"规划教材,2016 年《高级英语写作》获陕西省优秀教材一等奖。虽然取得了可喜的成绩,但是教材编写至今,某些内容已不大适应国内英语专业教学现状的变化。目前,外语教育开始意识到大学期间的专业学习,不仅仅是帮助学生掌握一定的语言技能及交际能力,更为重要的是培养他们的思维能力。尤其是批判性思维能力,语言也是进行思维、学习知识的工具。英语专业教学的现状与改革已成为专家学者及教师普遍关注的问题,如《关于外语专业本科教育改革的若干意见》一文对我国的外语教学提出了批评:"在语言技能训练中往往强调模仿记忆却忽略了学生思维能力、创新能力、分析问题和独立提出见解能力的培养"(文秋芳、刘润清,2006,p. 50)。《入世与外语专业教育》课题组更尖锐地指出,与其他人文类学科专业相比,外语专业毕业生在逻辑思维和条理性方面表现较差,缺乏较强的分析、综合、判断、推理、思考和辨析能力,显现出令人担忧的"思辨缺席症"(文秋芳、刘润清,2006,p. 50)。现行的《高等学校英语专业英语教学大纲》对培养英语专业学生的思考能力已经提出了明确要求:"加强学生思维能力和创新能力的培养。在教学中要正确处理语言技能训练和思维能力、创新能力培养的关系,两者不可偏废"。《国家中长期教育改革和发展规划纲要(2010 年—2020 年)》指出高校要"培养大批具有国际视野、通晓国际规则、能够参与国际事务和国际竞争的国际人才"。根据 2015 年颁布的新《国标》,属于人文学科的英语专业,其学科意义在于英语不应简单作为语言工具,英语专业培养的学生应该具有发现问题、分析问题、解决问题的实践能力;具有全球化理念和国际化视野,并对不同意识形态有清醒的认识和正确的立场。伴随



随着新《国标》的出台及实施,国家的发展和社会的需求对英语教学提出了更新、更高的要求。这些变化首先影响到教学环节中至关重要的教学内容或教材,因此,面对新形势下的英语专业教学及改革趋势,2016年初在西安交通大学出版社的大力支持下,我们对这一系列教材开始进行修订再版。

再版教材在原有教材的基础上,更突出英语过程写作、语篇及情景视角,将写作活动与意义构建相结合。我们认为,写作不仅是为了掌握语言知识和技能,更是在具体情景中的意义构建及交流活动。学生写作中的诸多问题,从词语使用错误到组织混乱、内容拓展不充分等,都源于语篇本身。因此,写作过程应采取"自上而下"的模式,即从产出完整的语篇入手,而这样的语篇又能为学生提供语言层次的帮助,因为语言规则的学习及写作练习应该在有意义的语篇情景中展开,而非在真空中进行。以这一编写理念为指导,再版教材在原有教材的基础上又增加了相应的阅读材料,更突出写作任务的情景性,通过丰富的英语原文及范文阅读和分析,帮助学生了解英语各类语篇的结构和语言特点,探索写作的主题及相关内容,指导学生在此基础上进行写作活动。同国内其它写作教材不同,这套教材比较完整地体现出英语过程写作与语篇教学的结合,从段落、短文到学术写作类型,由易到难、循序渐进地介绍写作中所涉及的重点及难点,通过段落、短文及文章的语篇结构及语言特点分析、多稿修改、同伴评阅等方式,满足学生在不同阶段的语言学习需求。学完这套教材,学生能较好掌握一般及学术性英语写作的基本方法和技巧,为将来不同领域、不同情景中的写作,尤其是专业及学术写作打下良好基础。

同原有教材相比,再版教材主要体现出以下几方面的变化:

(1)新增或删除部分章节内容:在《基础英语写作》中,根据最新改革的英语专业四级考试(TEM-4),新增 Paragraph Summary,替换原教材中 Note Writing 的两章内容;为加强基于阅读的写作,在部分章节的练习中,增加了相应的写作任务,培养学生写作中独立思考、解决问题的能力。在《高级英语写作》中,根据最新改革的英语专业八级考试(TEM-8),删除了书后 Appendix 有关之前专业八级考试的说明及相应练习。原书中各个章节的内容能满足最新专业八级考试的写作任务要求,注重对学生分析问题、解决问题、归纳综合、思辨等能力的培养。

再版前言

(2)替换阅读材料及范文:针对《英语学术论文写作》中阅读材料及范文多以语言学为主的倾向,再版中尽量全面体现英语专业几个主要方向的论文写作,替换部分章节及练习中与语言学相关的阅读材料及范文,增加其它方向的内容。《中级英语写作》中,替换部分章节及练习中的短文阅读及范文,补充一些更为典型、新颖有趣的文本材料。

(3)修正书中错误:再版中对系列教材中发现的问题及不足之处进行了修改,包括语言、语法、拼写等错误,以及格式、体例、印刷等不恰当之处。

总之,再版的英语专业写作系列教材与当前我国英语教学改革相吻合,注重培养学生的思辨能力、概括归纳能力和综合分析能力等必需的一般及学术写作技能,既重视学生在专业学习不同阶段的语言学习特点及相应的写作实践,也强调教师在教学中的指导作用,尤其是在关键之处对学生的引导。另外,该系列教材的编写人员都是长期从事不同层次写作教学的教师,具有较丰富的英语专业写作教学经验,编写的教材更贴近实际教学,能满足英语写作教与学的需求,使教材更具实用性、现实性、指导性。

最后需要说明的是,尽管经过仔细检查,再版教材中的错误在所难免。欢迎各位同行批评指正,我们也会继续努力,在使用过程中不断完善这一系列教材。

编者

2016年6月25日

西安外国语大学

在我国,英语专业的本科毕业论文作为大学期间英语学术写作的至高体现,是检验学生专业学习效果及学术能力的一个重要方面。以此为基础的英语学术写作教学对学生大学和研究生阶段的专业学习,以及将来专业学术领域的工作等都具有直接影响。英语学术写作教学旨在培养学生综合运用所学知识,独立分析问题和解决实际问题的能力;培养学生的创新意识和创新能力。因此,我们编写了这本教材以满足英语学术写作教和学的需求。

同国外类似的本科学术写作不同,该教材主要针对英语专业的本科毕业论文。虽然本科毕业论文仍处于学术写作的初期阶段,但是同研究论文和硕博论文一样,它也具有学术写作的典型特点,体现出一定的科学性、严谨性、论证性。同国内现有教材相比,该教材更突出毕业论文写作过程、写作各个环节、各个部分写作方法和语言特点等方面的详细描述,通过更为全面的介绍,帮助学生了解英语学术写作的基本知识,掌握学术写作特点和技巧,并在实际写作中进行实践,不断提高学术写作能力,为将来更深入、系统的专业领域学术写作打下良好基础。

本书编写的理论基础为英语过程写作理念和语篇及体裁分析,采取写作过程描述和语篇体裁分析相结合的原则,既为学生展示论文循序渐进的写作过程,又详细描述了与各环节相关的写作任务,并对相关部分进行语篇结构和语言特点分析,从而有助于学生从宏观和微观两个层面把握论文写作的方法及技巧。例如,在论文写作最初的选题阶段,介绍了选题的方法和原则、论文选题的特点、题目的写作及语言特点等,并结合英语专业的四个方向,提供了具体实例;学生也可结合自己的专业方向及学习兴趣,确定初步的选题。在论文正文写作过程中,根据体裁分析方法,详细描述了论文摘要、引言、文献回顾、讨论/分析、结语等主要部分的语篇主要构成部分,典型语篇结构以及语言特点等,并通过实例分析和练习,帮助学生完成各个部分的写作。另外,为真实体现本科生英语学术写作的特点,本教材的例子和范文大多出自学生实际完成的毕业论文,有些实例和练习选自母语学者所发表的研究论文。我们认为,真实语篇对学生英语学术写作技巧的习得以及学术写作



能力的提高具有重要作用。

本书的编者是多年从事英语本科毕业论文写作教学的一线教师,对论文写作课程的主要目的、教学内容及重点、论文写作过程及方法、论文的指导及答辩等具有较为全面和客观的认识,因此,在编写过程中,能将课堂实际教学与学生专业学习需求紧密联系在一起,使该教材更易于实施,更大程度上满足国内高校英语专业毕业论文的教学需求。

我们希望该教材能在一定程度上促进我国学术英语教学,加快与英美高等教育的接轨,缩小中西方学术写作之间的差距。目前,伴随着高等教育国际化的趋势,国内外高校与教育领域的学术交流日益频繁,更多中国学生选择在国外高校进行专业学习或深造,而学术写作在英美高等教育中占据着核心地位,在一定程度上直接影响着学生学业的成败,以及未来学术交流的水平及能力。我们希望本书能为英语专业的学生将来更高层次的专业领域学习奠定一定的学术写作基础。

本书由 17 个章节构成,为一学期教学内容。书后附有学生优秀毕业论文两篇。1~9 章由郭粉绒编写;10~17 章由黑玉琴编写。由于编者水平有限,编写时间较紧,书中错误在所难免。衷心希望使用该教材的教师和学生以及其他读者能批评指正。在实际教学中,我们也会针对书中的不足之处,不断进行修改。

编 者

2013 年 8 月 25 日

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Chapter 1

Research Orientation



A thesis is a degree-oriented research paper, relatively long and written on the basis of some academic research and for the purpose of obtaining a college or university degree. It concerns a problem or series of problems in your area of research and it should describe what was known about it previously, what you did towards solving it, what you think your results mean, and where or how further progress in the field can be made. To write a quality thesis, we need to, first of all, know the basics of doing research and writing a research paper.

Understanding a Research Paper >>>>

A research paper is the culmination and final product of an involved process of research, critical thinking, source evaluation, organization, and composition. It is, perhaps, helpful to think of a research paper as a living thing, which grows and changes as the student explores, interprets, and evaluates sources related to a specific topic. Primary and secondary sources are the heart of a research paper, and provide its nourishment; without the support of and interaction with these sources, the research paper would morph into a different genre of writing. The research paper serves not only to further the field in which it is written, but also to provide its writer with an exceptional opportunity to increase his/her knowledge in that field.

Of course, a research paper is not simply an informed summary of a topic by means of primary and secondary sources. It is not a book report, or an opinion piece, or an expository essay consisting solely of one's interpretation of a text, or an overview of a particular topic. Instead, it is a genre that requires one to spend time conducting research with the intent getting an answer to one's research question. The goal of a research paper is not to inform the reader what others have to say about a topic, but to draw on what others have to say about a topic and engage the sources in order to thoughtfully offer a unique perspective on the issue at hand.



Reasons for Research



Then what makes people undertake research? This is a question of fundamental importance. People do research to face the challenge in solving the unsolved problems, to find answers to controversial issues, to satisfy their curiosity about the world we live in, to get intellectual joy of doing creative work, and of course most importantly to better the human society. Many more factors such as directives of government, employment conditions, curiosity about new things, desire to understand causal relationships, social thinking and awakening, and the like may as well motivate people to perform research operations.

Research allows people to pursue their interests, to learn something new, to hone their problem-solving skills, and to challenge themselves in new ways. Working on a group research project gives people the opportunity to work closely with their group members. With a self-initiated research project, people can have a product that represents the distillation of their interests and studies, and possibly, a real contribution to knowledge.

Steps of Doing Research



Doing research is a process of searching, exploring and discovering in your chosen area of study. To draw a parallel, a lawyer researches and reads about many cases and uses them to support a case, or a scientist reads many case studies to support an idea about a scientific principle. The steps below provide a simple and effective approach for conducting a research project. Depending on your topic and your familiarity with library research, you may need to rearrange or recycle these steps.

Step 1: Choose Your Topic

Select a topic that is of interest to you, or if you have been assigned a topic, select an aspect or perspective of the topic that interests you. If you are having troubles selecting a topic, you may find it useful to browse magazines, journals, newspapers, reference sources, and online databases. Remember, selecting a topic is the most important decision you will make in the research process. Without a topic, you can't go any further.

Step 2: Find Basic Information

Find basic information on your topic. Select a few key terms from your topic and search for basic information in reference sources such as subject encyclopedias, bibliographies, handbooks, library catalogs, books, online databases, and Internet sources. This preliminary search will help you determine how much or how little information is available about your topic.

Step 3: Refine Your Topic

Based on the quality and number of items located, you may need to refine your topic:

- ▶ If your initial search renders too little information, try broadening your topic. You can broaden a topic by searching for related concepts or synonyms using different keywords, or by selecting different sources.
- ▶ If your initial search renders too much information, you will need to narrow your topic. You can narrow your topic by using more specific terms and by examining subject headings in books and/or online databases. You can also try examining book and article references for additional sources.

Step 4: Develop a Working Thesis

This is the stage of searching for meaning. Here you look back over the information you have got, make sense of it, see how it fits together and how it links up with what you have already known. Then you come up with a working thesis for your research.

Step 5: Locate and Retrieve Sources

Once you have identified your topic, you can begin to locate and retrieve information. Before you begin locating information about your topic, you will need to identify what information formats (articles, books, websites, dissertations, etc.) are needed and select the appropriate research tool(s).

Step 6: Keep Track of the Sources

Throughout your research process you will need to keep accurate notes of what research tools and search strategies you used. This ensures that you won't retrieve the same information twice, as well as allowing you to reproduce a



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particular search if needed. Notate complete citations for all your information even if you are unsure of whether or not you will use the information. Trying to locate the information at a later date may be difficult without proper citations.

A “complete citation” includes identifying information that allows you to locate information when needed. Some common citations are formatted using the APA or MLA style guidelines.

Step 7: Evaluate the Sources

After locating your information you will need to review them for usefulness and relevancy to your topic. A clear, well-defined topic allows you to quickly eliminate irrelevant information. After you have determined the relevancy, you then need to evaluate the quality of your information.

Here is a brief list of the basic criteria to source evaluation:

- (1) Authority—Who is the author? What are their credentials?
- (2) Accuracy—Are the facts verifiable? Is the information correct?
- (3) Objectivity—What is the purpose? Is there a bias?
- (4) Currency—Is the information up-to-date?
- (5) Coverage—What is the scope of the information? What does it focus on?

Step 8: Read the Materials and Take Notes

After you have decided what sources might be useful to you, it is time to read these sources and take notes by summarizing, paraphrasing, or quoting. Be sure to include all the bibliographic information about the source, including the exact page references, for all three types of notes, since you will need it later if you use the information in your paper.

Step 9: Write up the Paper

At this time of your research, you have the compelling urge to tell readers about your research, and certainly there is the necessity for you to share the results of your research. You need to tell it so well that readers can participate in your experience and learn as well as you do in what your research results in.

Step 10: Edit and Proof-read

Being the last but never the least, this step offers you a chance to improve the layout of your paper and check the language so as to ensure it is free from any mechanics. Simple as it is, it can enhance the readability of your paper.

Important Facts on Research >>>>>

1. It requires critical and creative thinking.

It is not simply to collect supporting evidences for your point of view. Evaluation is needed. Most importantly, it helps you find an appropriate position you should assume in the discussion.

2. It needs interests, devotion, enthusiasm and perseverance.

Doing research and writing a research paper takes time and effort. It can be a daunting task and can be overwhelming to beginners. So you must get well-prepared for it, choosing a topic of your interest, and most importantly, set a tentative schedule as soon as the task is given.

3. It has no predictable patterns and results.

If predictable, there would be no point in undertaking the research. Your research can turn out to be different from or even contradictory to your expectations.

4. The writing is as important as the search.

After the research, you have the urge to tell readers your discovery. This process of writing up the research paper is of great importance. If the paper is not well-written, it is hard for readers to understand your research.

5. It never allows plagiarism, so documentation is essential.

Documentation is an essential part in research paper writing. It is the process of quoting or paraphrasing other people's words or ideas and saying where you got them. This is to give credit to the materials you have used in your writing, and at the same time, it proves your academic integrity.

Terms in Research >>>>>



Primary Research vs. Secondary Research

Primary research involves collecting data about a given subject directly from